



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

AN OUTLINE OF A YEAR'S WORK IN HISTORY FOR FOURTH GRADE.

THE work outlined below consists chiefly of the reading or telling of stories of travel and discovery. The intention is to suggest some ideas of the size of the earth and the variety of life to be found upon it. The stories also carry with them certain lines of development in human industry and knowledge simple enough to be comprehended by children of this age.

SEPTEMBER.

Make a simple form of sailboat, a "catboat," in all respects like the actual working boat and intended for use in play. Visit docks on lakeshore or river and the ship-building docks at South Chicago. Gather information concerning the transportation by water from Chicago to other ports in the United States and Europe. Study pictures of typical forms of boats, from rafts and dugouts to modern ironclads and other steamships. Drawing and painting should be used as a means of study.

REFERENCES: Parker, *The Fleets of the World*; Cartault, *Trière Athénienne*; Bland, *Ships and Boats*; Busk, *Navies of the World*; Folkard, *The Sailing Boat*; Chauvenet, *Navigation*; Sommerfeldt, *Construction of Ships*; Very, *Navies of the World*; La Croix, *Military and Religious Life of the Middle Ages*; Knox, *Robert Fulton*; Hale, *Stories of Invention*; Parton, *Captains of Industry*; Wright, *Children's Stories of American Progress*; Torr, *Ancient Ships*; "Boats of Every Kind," *Harper's Magazine*, Vol. LXXII, p. 683; "Boats," *ibid.*, Vol. LXXV, p. 455; Vol. LV, p. 428; "The First Ocean Steamer," *ibid.*, Vol. I, p. 411; "A Group of American Girls," *ibid.*, Vol. XXXI, p. 163.

OCTOBER.

Read or tell stories of the Vikings. The stories of Olaf Tryggveson and Leif Erikson are good for the purpose. Illustrate with pictures of northern scenery, houses, costume, boats, and weapons. Picture Iceland, Greenland, and the northeast coast of America. See Viking boat at Field Museum. Use as reading book Hall's *Viking Tales*.

REFERENCES: Sephton, *The Saga of Olaf*; Carlyle, "Early Kings of Norway," in *Critical and Miscellaneous Essays*; Vicary, "Olav the King," *Saga Times*; Mallett, *Northern Antiquities*; Keary, *The Vikings in Western Christendom*; Du Chaillu, *The Viking Age*; Keyser, *Private Life of the Old Northmen*; Morris and Magnusson, *Saga Library*, Vols. III, IV; Johnson, *The Normans in Europe*; Anderson, *Norse Mythology*; Litchfield, *The Nine Worlds*; King, *Geographical Reader*

"Northern Europe;" "The Old Norse Colonies of Greenland," *Harper's Magazine*, Vol. XLIV, p. 65; "Norse Mythology," *ibid.*, Vol. XLVI, p. 241; "Norsemen," *ibid.*, Vol. LXIII, p. 882; "The Visit of the Vikings," *ibid.*, Vol. LXV, p. 515; "Iceland," *ibid.*, Vol. XXVI, pp. 145, 289, 448; "Norway," *ibid.*, Vol. XXV, pp. 145, 289; "Norway," *ibid.*, Vol. XCVII, p. 99; "Norway Coast," *ibid.*, Vol. LXXXIX, p. 375; "Norway and Its People," *ibid.*, Vol. LXXVIII, pp. 419, 640, 801; "A Viking Ship," *Scribner's Magazine*, Vol. II, p. 604.

NOVEMBER AND DECEMBER.

Tell stories of the crusades, emphasizing the features of discovery and travel. Study pictures and plan of Jerusalem, pictures of the Sepulcher, and Saracens. Tell of the palmers and pilgrims, their route across Europe and their reception on the way. Give description of Richard's fleet, the transports and warships. Picture the Saracenic life in the story of Saladin, and see what the crusaders learned from the Saracens. Stories from *The Arabian Nights* will give an idea of the luxury of oriental life.

REFERENCES: Michaud, *History of the Crusades*; Archer, *The Crusades*; Gray, *The Children's Crusade*; Abbott, *Richard I.*; Doran, *Knights and Their Days*; Draper, *Intellectual Development of Europe, Saracenic Culture*; Bulfinch, *Age of Chivalry*; Oman, *The Art of War in the Middle Ages*; Viollet-le-Duc, *Annals of a Fortress*; La Croix, *Manners, Customs, and Dress of the Middle Ages, Military and Religious Life of the Middle Ages, Science and Literature of the Middle Ages*; "Castle Life in the Middle Ages," *Scribner's Magazine*, Vol. V, p. 1; "Military Pyrotechnics in Former Days," *Harper's Magazine*, Vol. XXXIX, p. 35; "Besieging the Citadel," *ibid.*, Vol. VII, p. 592; "The Holy City," *ibid.*, Vol. XIV, p. 576; "Jerusalem," *ibid.*, Vol. XC, p. 546; "Arabians," *ibid.*, Vol. XC, p. 4; "Arabia," "Islam," *ibid.*, Vol. XCI, p. 625.

JANUARY AND FEBRUARY.

Read the story of Marco Polo. Show stereopticon views and other pictures of Venice. As the various quarters of the city are shown, tell stories connected with them. *The Two Foscari*, *Marino Faliero*, *Dandolo*, *The Merchant of Venice*. *The Wedding of Venice and the Adriatic* may be used if the too savage details are omitted. Follow the journeys of the Polos, studying pictures and descriptions of the regions which they explored. Bring out the following points by means of the story: ignorance of the West concerning the East; prevalence of myths instead of knowledge; difficulties of travel; variety of scene, peoples, and customs encountered; industry and prosperity of the East; the sea on the east coast of the habitable world.

REFERENCES: Yriarte, *Venice*; Olyphant, *Makers of Venice*; Smith, *Gondola Days*; Ruskin, *Stories of Venice*; Taine, *Italian Cities, Venice*; Turnbull, *The Golden Book of Venice*; Hazlett, *The Venetian Republics*, Vols. III and IV; Blashfield, *Italian Cities*; Sismondi, *Italian Republics*; Brown, *Venetian Studies*; Brown, *Venice*; Brown, *Life on the Lagoons*; Mrs. E. L. Saxon, *City in the Sea*; Smedley, *Sketches from Venetian History*; Weil, *Venice*; Byron, *Poems*; Howells, *Venetian Life*; Villari, *On Tuscan Hills and Venetian Waters*; Gibbins, *History of Commerce in*

Europe; "Venice," *Century Magazine*, Vol. III, p. 1; "Venice," *Harper's Magazine*, Vol. XLV, p. 481; "Venice at Easter," *ibid.*, Vol. XC, p. 738; "Christmas in Venice," *ibid.*, Vol. LVI, p. 285; "On the Skirts of the Alps," *ibid.*, Vol. LIX, p. 641; Brooks, *Marco Polo*; Knox, *Marco Polo*; Towle, *Marco Polo*; Wright, *Marco Polo*; Yule, *Marco Polo*; Hale, *Stories of Adventure*; Payne, *History of America*; Yule, *Cathay and the Way Thither*; D'Anvers, *Forms of Land*; "Marco Polo and His Book," *Harper's Magazine*, Vol. XLVI, p. 1; "Caravan Journeys Through Central Asia," *ibid.*, Vol. XIV, p. 506; "A Caravan," *ibid.*, Vol. LXXXVII, p. 650.

MARCH, APRIL, AND MAY.

Read the story of Columbus. Make simple forms of instruments used in navigation, viz.: sandglass, cross-staff, compass, log. Use these in comparing time and distance. Read the account of Prince Henry of Portugal (see Seelye's *Life of Columbus*) and of the Portuguese attempts to reach India by following the African coast. Show pictures of the coasts discovered by Portuguese mariners. Study the ships of the time and mode of life on board. Tell the story of Vasco da Gama. Show pictures of the sea and read stories and poems to help the pictures. Study pictures of the West Indies and connect with what the children know of these islands today.

REFERENCES: "Hakluyt Society Publications," *Journal of Columbus*; *Letters of Columbus*; *Vasco da Gama*; Irving, *Columbus*; N. Ponce de Léon, *The Caravels of Columbus*; Ford, *The Writings of Columbus*; Winsor, *Columbus*; Fiske, *Discovery of America*; Seelye, *Columbus*; Hale, *Columbus*; Knight, *Columbus*; *Idem.*, *Stories of Discovery*; Payne, *History of America*; Burton, *The Story of Our Country*; King, *This Continent of Ours*; Gilman, *Historical Readers*, Vol. I; Towle, *Vasco da Gama*; "Columbus," *Harper's Magazine*, Vol. XXXVIII, p. 721; *ibid.*, Vol. LXXXIV, p. 728; *ibid.*, Vol. LXXXV, p. 681; *ibid.*, Vol. LXV, p. 729; *ibid.*, Vol. XLVI, p. 640; *ibid.*, Vol. LIV, p. 1; *ibid.*, Vol. XX, p. 234; "Genoa," *ibid.*, Vol. VIII, p. 471; "West Indies," *ibid.*, Vol. XLVIII, p. 161.

JUNE.

Read the story of Magellan's voyage around the world. Connect with present knowledge of the Philippines.

REFERENCES: "Hakluyt Society Publications," *Magellan*; Fiske, *Discovery of America*; Guillemaud, *Magellan*; Towle, *Magellan*; "Magellan," *Harper's Magazine*, Vol. LXXXI, p. 357; "Three Great Voyages," *ibid.*, Vol. XX, p. 234.

VIOLA DERATT.

THE UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION.